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ABSTRACT

This manual explains how to administer the instrument, Guidance Program Assessment--Elementary School, and suggests ways to interpret the data obtained. Four aspects of a comprehensive guidance program are examined through the use of this assessment instrument: advice areas, school helping processes, classroom environment, and group topics questionnaire. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for secondary schools (CE 019 695) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 698). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

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GUIDANCE PROGRAM ASSESSMENT

ELEMENTARY SCHOOL

Comprehensive Career Guidance Projects
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CE 019 694

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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Table of Contents

Introduction	1
Directions for Administration	2
Instrument Interpretation	3
Part I : Advice Areas	4-5
Part II : School Helping Processes	5-6
Part III: Classroom Environment	6-7
Part IV : Group Topics Questionnaire	7-8
Appendix: Computational Aids	
Part I : Advice Areas	9-10
Part II : School Helping Processes	11
Part III: Classroom Environment	12-13
Part IV : Group Topics Questionnaire	14
Part V : Guidance Program Assessment - Elementary School	15

INTRODUCTION

This manual explains how to administer the GUIDANCE PROGRAM ASSESSMENT - ELEMENTARY SCHOOL and suggests ways to interpret the data obtained.

Four aspects of a comprehensive guidance program are examined through the use of this assessment instrument: Advice Areas, School Helping Processes, Classroom Environment and Group Topics Questionnaire. The guidance elements sampled reflect the philosophy that guidance involves the total school staff.

Data from the GUIDANCE PROGRAM ASSESSMENT - ELEMENTARY SCHOOL may be obtained through computer analysis or through hand computation. Information presented about interpretation of the instrument allows for either method to be utilized. In addition, computational aids are provided in Section D to assist the individual who chooses to compute by hand.

DIRECTIONS FOR ADMINISTRATION

The GUIDANCE PROGRAM ASSESSMENT - ELEMENTARY SCHOOL instrument is primarily designed for grades 4-6. It may be administered in an individual or group setting. It is preferable to administer the entire instrument in one session; however, when this is not possible, the instrument may also be given in complete sections (Parts I, II, III and IV each comprise a complete section).

Instruct the students to write the school name and date on the designated lines on the front page of the instrument and to fill in the circle for their sex and their grade. The students should then print their last name and the initial of their first name in the boxes of the name grid. The circles of the name grid should be filled in to correspond to the letters printed in the boxes.

Schools that are using the data only for guidance program evaluation may choose to have the students omit their names. If follow up studies or individualized applications are a possibility, filling out the name grid would be necessary.

Read aloud to the students the information labeled To the Student. Stress the statement which says "This is not a test, and there are no right or wrong answers." It is important to alleviate any fears that a student's responses might affect his/her grades. Next read aloud the INSTRUCTIONS - these apply to all parts of the instrument. Be certain that the students fully comprehend the instructions, encouraging questions

if anyone is unsure. If necessary, demonstrate on the blackboard how to FILL CIRCLE completely. If the instruments are to be machine-scored, it is especially important that the instructions are understood and followed exactly. In this case, it may be helpful to explain to the students why these instructions must be followed precisely. An explanation could be something like this:

> These instructions are very important because a machine will be 'reading' your answers. If you do not completely fill the circle for your answers, or if you make marks on the paper other than filling circles for your answers, the machine will not be able to 'read' your paper. Since we want to know everyone's ideas and opinions, please follow the instructions carefully.

Proceed to PART I and read the directions aloud to the students. When all students understand the task, they may begin, taking as much time as necessary to complete this section. Follow this same procedure with Parts II, III, and IV and collect the papers as the students finish.

It is permissible to read the instrument items to a student, as well as fill in the circles for him/her when necessary. If the instrument is being read to a student, it is very important that the reader maintain a neutral manner and tone of voice; any positive or negative "hidden messages" on the reader's part will bias the results.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from this instrument. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern,

school population, financial and personnel resources are examples of such factors which are unique to each school and which influence the instrument data interpretation. This manual cannot attend to all the implications of the varying combinations of these factors. Each school system will need to generalize the basic interpretation suggestions of this manual to their own specific situation.

Described in this manual are the kinds of objective data that can be obtained from the instrument. This data can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students is useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which extensively uses this instrument.

PART I: ADVICE AREAS

This section examines student choices of helping persons when problems and concerns arise. This data can be used to (1) obtain indicators of the school helping climate, (2) determine general student preference for individual helpers at school and (3) ascertain those helpers students prefer when dealing with specific concerns.

1. Helping Climate: Note the preferences for school personnel

being selected as the primary helping source. Total percentage data will give an indication of how open and available the students perceive the school staff, as well as how helpful they believe them to be.

2. Individual Helper: Specific resource persons which the students choose is revealed by the percentage of times each individual resource is selected. Is any resource person not chosen at all by students? Is any resource chosen disproportionately high or low? If the balance of choices for help does not fit the staffing pattern of the school, some reordering of time or responsibilities may need to be considered. The information may also indicate particular staff development needs.

3. Helper-Problem Match: It is also possible to determine which resource person students prefer most when faced with a particular concern. This preference is indicated by the percentage of choice of each resource person for individual problem areas. This knowledge may allow the staff to use their resources in a way that takes the greatest advantage of the students' positive feelings.

PART II: SCHOOL PROCESSES

In this section some important guidance functions (helping processes) performed by the school staff are examined. This data provides indicators of the overall guidance climate and the effectiveness of specific guidance functions.

1. Guidance Climate: The total percentage of responses for "Not Satisfied", for "somewhat Satisfied", and for "Very Satisfied" gives a picture of student opinion regarding the school's effectiveness in performing guidance functions. From overall student perceptions of the effectiveness of guidance functions can be drawn important inferences about the general guidance climate. An elevated percentage figure in a satisfaction category implies a negative, mostly neutral, or very positive guidance climate.

2. Specific Guidance Functions: Satisfaction with particular guidance functions is determined by the percentage of "Not Satisfied", "Somewhat Satisfied", and "Very Satisfied" responses for each item. This information gives an indication of specific areas of strength and those in need of improvement.

PART III: CLASSROOM ENVIRONMENT

A classroom learning atmosphere that provides emotional support, encouragement, and mutual respect is conducive to high self-esteem and to the utilization of academic abilities. This statement provides the basic rationale for assessing the classroom environment. The data from this instrument can be used to evaluate group student opinion about the classroom climate and about specific classroom procedures, and to examine the attitudes of individual students.

1. Classroom Climate: The students overall perspective of their

classroom maybe obtained by looking at the combined data for the students' responses. The total percentage of responses for "Not Satisfied" and for "Very Satisfied" represent the extremes of student opinion. An elevated percentage for either should be considered significant as it suggests that the students perceive the classroom as being a highly negative or a highly positive educational setting.

2. Specific Procedures: The teacher can examine the percentage of "Not Satisfied", "Somewhat Satisfied", and "Very Satisfied" responses for each specific item. This information compliments the Classroom Climate perspective and reveals to the educator specific areas of strength in the classroom and those in need of improvement.

3. Individual Student: A teacher may wish to analyze a particular student's attitude toward the classroom. The pattern of the individual student's responses for satisfaction with various aspects of the classroom, as well as the student's overall level of satisfaction, can be examined. This information can be used as a road map for planning changes.

PART IV: GROUP TOPICS QUESTIONNAIRE

This portion of the instrument determines student discussion interest for various topic areas. Information about the level of interest for each topic can be used in planning and organizing classroom group guidance activities and small groups of a counseling nature.

1. Classroom Groups: Percentage of choice for each topic area in Section A reveals which areas are of the greatest interest or concern to the greatest number of students. Plans for classroom discussion groups, or other guidance oriented activities, can be organized around these preferred areas.
2. Small Groups: Topic areas in Section B represent more personal student concerns. Percentage figures for the topics indicate which concerns students most desire to discuss in small groups. These topics may be discussed within smaller classroom groups or may be used as the basis for more intensive work in small counseling groups.

COMPUTATIONAL AIDS

Included in this section are formulas and charts to aid hand computation.

PART I: ADVICE AREAS

Directions: Tally the number of preferences for A, for B, C, D, E, F, G, and H; transfer the figures to the SUMMARY GRAPH. Total all the times A was preferred, B was preferred, C was preferred, etc. and fill in TOTAL* boxes.

1. Helping Climate - Using figures from the TOTAL* boxes of the SUMMARY GRAPH, add the number of preferences for school personnel (A, B, C, E, F).

A ☐ + B ☐ + C ☐ + E ☐ + F ☐ = _____ School Total

Use the following formula to get a percentage figure of preference for school personnel:

$$\frac{\text{School Total}}{10 \times \text{no. of students responding}} = \underline{\quad}\% \text{ Overall preference for school personnel}$$

SUMMARY GRAPH

	A	B	C	D	E	F	G	H
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
TOTAL*	☐	☐	☐	☐	☐	☐	☐	☐

2. Individual Helper - Use the figures from the TOTAL boxes of the SUMMARY GRAPH to compute the overall percentage preference for each helper. Use the following formula for each helper:

$$\frac{\text{TOTAL } \square}{10 \times \text{no. of students responding}} = \underline{\quad}\%$$

A = ____% C = ____% E = ____% G = ____%

B = ____% D = ____% F = ____% H = ____%

PART I: ADVICE AREAS - Continued

3. Helper - Problem Match - Use the figures from the SUMMARY GRAPH to determine the percentage preference for each helper for each problem area. Use the following formula:

$$\frac{\text{no. of preferences for problem area}}{\text{no. of students responding}} = ___\%$$

	A%	B%	C%	D%	E%	F%	G%	H%
1.	___	___	___	___	___	___	___	___
2.	___	___	___	___	___	___	___	___
3.	___	___	___	___	___	___	___	___
4.	___	___	___	___	___	___	___	___
5.	___	___	___	___	___	___	___	___
6.	___	___	___	___	___	___	___	___
7.	___	___	___	___	___	___	___	___
8.	___	___	___	___	___	___	___	___
9.	___	___	___	___	___	___	___	___
10.	___	___	___	___	___	___	___	___

PART II: SCHOOL HELPING PROCESSES

Directions: Tally the number of "Not Satisfied", "Somewhat Satisfied" and "Very Satisfied" responses for each item. Transfer the figures to the SUMMARY GRAPH.

1. Guidance Climate - Total all the "Not Satisfied", the "Somewhat Satisfied", and the "Very Satisfied" responses. Place the figures in the TOTAL* boxes. Use the following formulas to compute the percentage figure for each:

$$\frac{\text{TOTAL}}{12 \times \text{no. of students responding}} = ___\%$$

Not Satisfied = ____%

Somewhat Satisfied = ____%

Very Satisfied = ____%

2. Specific Guidance Functions - Using the information from the SUMMARY GRAPH, use the following formula to compute the percentage of "Not Satisfied", "Somewhat Satisfied", and "Very Satisfied" responses for each item:

	"Not Satisfied"	"Somewhat Satisfied"	"Very Satisfied"
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
TOTAL*			

$$\frac{\text{no. of responses}}{\text{no. of students responding}} = ___\%$$

	% Not Satisfied	% Somewhat Satisfied	% Very Satisfied
1.	____	____	____
2.	____	____	____
3.	____	____	____
4.	____	____	____
5.	____	____	____
6.	____	____	____
7.	____	____	____
8.	____	____	____
9.	____	____	____
10.	____	____	____
11.	____	____	____
12.	____	____	____

PART III: CLASSROOM ENVIRONMENT

Directions: Tally the number of "Not Satisfied", "Somewhat Satisfied", and "Very Satisfied", responses for each item. Transfer the figures to the SUMMARY GRAPH.

1. Classroom Climate - Total all the "Not Satisfied", the "Somewhat Satisfied", and the "Very Satisfied" responses. Place the figures in the TOTAL* boxes. Use the following formula to compute the percentage figure for each:

$$\frac{\text{TOTAL } [\ ]}{20 \times \text{no. of students responding}}$$

Not Satisfied = ____%

Somewhat Satisfied = ____%

Very Satisfied = ____%

	"Not Satisfied"	"Somewhat Satisfied"	"Very Satisfied"
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
TOTAL*	[ ]	[ ]	[ ]

PART III: CLASSROOM ENVIRONMENT - Continued

2. Specific Procedures - Using the information from the SUMMARY GRAPH, use the following formula to compute the percentage of "Not Satisfied", "Somewhat Satisfied" and "Very Satisfied" responses for each item:

$$\frac{\text{no. of responses}}{\text{no. of students responding}} = ___\%$$

	% "Not Satisfied"	% "Somewhat Satisfied"	% "Very Satisfied"
1.	____	____	____
2.	____	____	____
3.	____	____	____
4.	____	____	____
5.	____	____	____
6.	____	____	____
7.	____	____	____
8.	____	____	____
9.	____	____	____
10.	____	____	____
11.	____	____	____
12.	____	____	____
13.	____	____	____
14.	____	____	____
15.	____	____	____
16.	____	____	____
17.	____	____	____
18.	____	____	____
19.	____	____	____
20.	____	____	____

PART IV: GROUP TOPICS QUESTIONNAIRE

Section A - Classroom Groups

Directions: Tally the number of times each topic was chosen. Use the following formula to compute the percentage figure for each:

$$\frac{\text{no. of responses}}{\text{no. of students}} = ___\%$$

____%	friendships	____%	self-understanding
____%	getting ready for junior high	____%	school and community life
____%	communicating with others	____%	decision-making and problem-solving
____%	family life	____%	exploring personal values
____%	understanding emotions	____%	study skills
____%	personal interests	____%	human growth and development
____%	test taking	____%	future careers

Section B - Small Groups

Directions: Tally the number of times each topic was chosen. Use the following formula to compute the percentage figure for each:

$$\frac{\text{no. of responses}}{\text{no. of students}} = ___\%$$

____%	feelings of loneliness	____%	feelings of fear
____%	things that are important to me	____%	family changes (divorce, deaths)
____%	getting along with others	____%	controlling angry feelings
____%	reasons for misbehavior	____%	encouraging, helping others
____%	using my personal abilities	____%	self-improvement

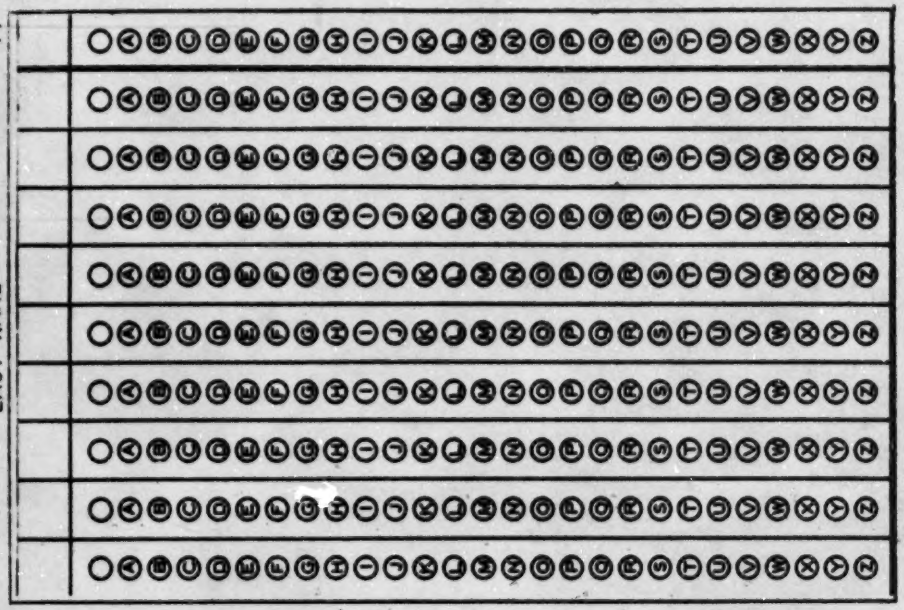
Part V: Guidance Program Assessment
Elementary School

Revised 6/77 School Name _____ Date _____

GUIDANCE PROGRAM ASSESSMENT - ELEMENTARY SCHOOL

Earl J. Moore and Yvonne Cecil Miller

LAST NAME



Please mark your Grade and Sex

Grade: ○ 4 ○ 5 ○ 6

Sex: ○ Male ○ Female

To the Student:

Your teachers, counselor, and principal want your school life to be happy and successful. They are doing many different things to help make this happen. This survey asks for your feelings about these things they are doing. Knowing your feelings is important to the people planning your school program. This is not a test, and there are no right or wrong answers.

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

PART I. ADVICE AREAS

Listed below are some areas in which students sometimes feel they need advice. Using the box to the right as a guide, who would be the one person in each area you would most likely turn to first for advice? Show your answer by filling in the circle for the letter of your choice.

A=My classroom teacher
B=Other teacher at school
C=School Counselor
D=Parent or relative
E=Principal
F=School Nurse
G=Another student my age
H=I would try to solve it myself

	PERSON I WOULD TURN TO FIRST							
1. Getting along with my family.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
2. Making and keeping friends.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
3. Getting along with my teachers.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
4. Feeling discouraged with myself.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
5. Doing better at school.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
6. My physical development.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
7. Something keeps worrying me.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
8. Finding out what my special abilities are.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
9. My personal appearance.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
10. My future educational plans.....	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ

PART II: SCHOOL HELPING PROCESSES

Listed below are ways that some schools try to help their students. Are you satisfied with how well your school is helping you in each of these ways? Fill in the circle which shows your answer.

	Not Satisfied	Somewhat Satisfied	Very Satisfied
1. giving you help with learning some things	O	O	O
2. having someone to talk with when you have a personal problem	O	O	O
3. giving you chances to talk with different adults at school about things of interest to you	O	O	O
4. explaining what the different tests you take tell you about yourself	O	O	O
5. helping your parents understand how you are doing at school	O	O	O
6. having parents and other adults visit your class and explain their jobs or special interests	O	O	O
7. having special programs for parents about communicating with their children	O	O	O
8. teaching in class about why people do the things they do	O	O	O
9. chances to share how you feel about things with a small group of kids	O	O	O
10. chances to have contact with your school counselor	O	O	O
11. help in thinking about your future educational plans	O	O	O
12. help in figuring out your special interests and abilities	O	O	O

PART III. CLASSROOM ENVIRONMENT

On this page are described things that help to make your classroom a happy and productive place for learning. Read each one carefully. Do you feel satisfied with how well this is being done in your class? Fill in the circle which shows your answer.

		Not Satisfied	Somewhat Satisfied	Very Satisfied
1.	encouragement from my teacher(s)	O	O	O
2.	recognition for the things I try to do	O	O	O
3.	time in class to talk about concerns and problems	O	O	O
4.	chances to learn things on my own	O	O	O
5.	chances to make some decisions on my own	O	O	O
6.	chances to work in groups of students	O	O	O
7.	fair and impartial grading or evaluation of my assignments	O	O	O
8.	teacher(s) not making a "big thing" of student mistakes in class	O	O	O
9.	clear explanations about what is expected in assignments and tests	O	O	O
10.	chances to tell my ideas in class	O	O	O
11.	time to ask questions and get answers	O	O	O
12.	chances to show what I can do well	O	O	O
13.	times for fun activities in class	O	O	O
14.	teacher(s) trusting me	O	O	O
15.	cooperation among students and between students and teachers	O	O	O
16.	time for private conversations with my teacher(s)	O	O	O
17.	knowing my teacher(s) in a personal way	O	O	O
18.	not feeling rushed and nervous in school	O	O	O
19.	the right amount of discipline - not too much, not too little	O	O	O
20.	teacher(s) understanding the pressure I am under at school	O	O	O

PART IV: GROUP TOPICS QUESTIONNAIRE

Below are listed different topics that students are sometimes interested in talking about with others their own age.

Section A

Which of the following topics might you be interested in talking about in your class with your teacher or counselor as the leader? Fill in the circle next to each topic you would like to talk about.

- ○ friendships
- ○ getting ready for junior high
- ○ communicating with others
- ○ family life
- ○ understanding emotions
- ○ personal interests
- ○ test taking
- ○ self-understanding
- ○ school and community life
- ○ decision-making & problem-solving
- ○ exploring personal values
- ○ study skills
- ○ human growth & development
- ○ future careers

Section B

Which of the following topics might you be interested in talking about in a small group of students with your counselor or other adult as the leader? Fill in the circle next to each topic you would like to talk about.

- ○ feelings of loneliness
- ○ things that are important to me
- ○ getting along with others
- ○ reasons for misbehavior
- ○ using my personal abilities
- ○ feelings of fear
- ○ family changes (divorce, deaths)
- ○ controlling angry feelings
- ○ encouraging, helping others
- ○ self-improvement